

California Postsecondary Education Commission**Improving Teacher Quality State Grants Program****Project Description**

Project Title	Science and Math Impacting Learners of English (SMILE)		
Grant Amount: \$999,666	Grant Period: 9/27/2007-9/30/2011		
Grade Level: Kindergarten, 1st & 2nd	Subject Matter: Math and Science		
Institute of Higher Education	University of California, Irvine, School of Physical Sciences & Center for Educational Partnerships		
Local Education Agency	Compton Unified School District		
Additional Partners:	University of California, Irvine, Department of Education		
Need for Project/ Population To Be Served:	<p>The Compton Unified School District (CUSD) is a PI Year 3 district with 68% of its schools identified for PI. The district API is 601 and 27 of the district's 37 schools are in the bottom two API deciles. Grade 2 CST scores reveal that CUSD students are not mastering grade level standards in mathematics or English. Of Compton's 7,054 K-2 students, 75% are English Learners, with 99% of these students speaking Spanish as a first language. Parents often lack skills to support their child's education. 34% of the families fall below the poverty line; there is a need for these and all parents to learn how to help their child succeed. Elementary principals and teachers focus on language arts instruction and strict textbook-based instruction because of API and AYP scores and need to be educated as to the value of engaging students in motivational learning and teaching science for its own sake and as a vehicle to provide contextual language and mathematics development.</p>		
Project Goals:	<p>This project intends to increase student achievement in math and use science lessons to improve achievement in Language Arts and math. Improvement will come through improved teacher quality: more effective instruction, a deeper understanding of content standards and how to teach them, principal support, active school-based teacher learning communities and parent education and support. This project will observe an increase in teachers' constructivist teaching strategies as well as other research-based strategies shown to be effective with English Learners and Special Education students. This project intends to increase teacher content and pedagogical content knowledge as well as raise teacher self-efficacy for teaching math and science and for increasing student performance.</p>		
Summary of Activities:	<p>1-week summer institutes and academic year PD-Saturdays will be offered annually to 75 K-2 teachers from the treatment schools in three cohorts. Teachers will attend two vertical team meetings annually to discuss and participate in lessons demonstrating the vertical articulation of standards from the Preschool Learning Foundations through grade 3. The 16 treatment schools will also participate in training for conducting Everyday Literacy for Families evenings for parents. Monthly, grade level meetings will be held at all treatment schools to plan and reflect upon specific lessons learned in PD and implemented in the classroom with a focus on analysis of student work. All CUSD elementary principals will attend 1-day institutes annually, focused on research on math and science learning and increased achievement in English Language Arts through science instruction.</p>		
Outcomes Expected:	<p>This project expects to see the following: increased teacher content knowledge in math and science, including awareness of standards for other grade levels; a significant increase in effective teaching practices in the classrooms, especially with EL and Special Ed students; increased awareness of the effectiveness of science lessons on student achievement in English and mathematics; increased teacher self-efficacy and expectations for student performance by all students; increased parental use of literacy strategies; increased support at the school site level from colleagues and administration, including learning community establishment.</p>		
Teachers Served	225	Students Served	7,054
Project Website:			
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